

A CONCEPTUAL ANALYSIS ON TEACHING READING AND WRITING TO PRIMARY SCHOOL STUDENTS

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ABSTRACT

This paper aims at discussing about what the considerations to know before formulating reading and writing activity for primary school students. It is a conceptual study which are sourced from any resources and library study. After analyzing the theories and studies it can be concluded that there are some considerations to know before planning reading and writing activity for primary school students; know students' level of language development; know how students' language learning; comprehend the problems in language learning; and find appropriate technique to teach.

INTRODUCTION

Teaching reading and writing to primary school students is something dilemmatic. There are many considerations that we should know before we decide to introduce reading and writing skill to primary school students. Knowing our children development starting from very first age of their life is extremely important. As parents, we do not only check their weight and length every month but we should also know their cognitive and affective development that the children have. There are many factors that affect children development: (1) Healthy eating: Healthy food will give children energy and nutrient that is extremely needed as the basic for their growing and

development. Giving healthy food also teach children to choose and eat healthy food when they are adult; (2) Physical activity: giving children to have more physical activities will help them improve their motor skills. Physical activity also helps children to explore their real world; (3) Health: Children's health also affects their development. Some major illnesses are usually happen to some children. But chronic or long term conditions may influence to the children's development; (4) Neighborhood and local community: Neighborhood and local community also influence to the children's development. Children development is also influenced by positive relationship among neighborhood, access to playgrounds, parks, shops, local services, school, health center, and so on¹.

Recently, we see many parents are worry about their children when they are approaching to school age. Many parents bring their children to reading and writing course to prepare them before elementary school entrance. This fact is the impact of the pre-requisite of some elementary schools enrollment that require the students' candidate to be able to read and write. Although it is contrary with the children development and the education role in Indonesia, we still face many state schools require these skills as the pre-requisite of new student enrollment². In addition, there are many negative impacts which affect when children are forced to learn reading and writing in private course such as: the utilization of reading and writing skill are not applicable to the real life, creativity are not taught,

1. Parenting Research Center, "Child Development: the First Five Years." <https://raisingchildren.net.au/newborns/development/understanding-development/development-first-five-years> (accessed March 18, 2019).

2. Mendikbud, "Perlukah Tes Calistung untuk SD?," *Sahabat Keluarga*, <https://sahabatkeluarga.kemdikbud.go.id/forum/showthread.php?tid=129> (accessed March 18, 2019).

and teaching is only appropriate for left brain children. So, children are clever in reading, writing, and counting but they cannot apply the skills flexibly³.

In addition, this fact shows that children are forced to learn however they do not like the activity and hate it very much. Parents seem egoistic to make their children master the skills without caring about what their children actually want and feel. In fact, we see many cases that children were stressful even frustrated because of some burdens caused by forces from their parents. Forcing students to learn reading and writing will also cause a mental hectic. It is mental condition which is in puzzled, upset, and feeling to be demanded by many tasks. This is caused by the imbalance of what children feel, perceive, hear, think and act. This condition will lead children into stressful, depressed, intimidated, and threatened if their parents and teachers do not care of these symptoms. Reading, writing, and counting activity potentially force children into mental hectic when the activities becomes overload cognitive⁴.

The above cases should be avoided. Stressful and frustrated children in learning will impact to their future studying. Their bad experience in learning will cause a hectic toward learning reading and writing. Mental hectic will inhibit the children mental quotient that causes dissident when they grow older⁵. As teacher and parent, we should be aware of this case. We should let down our

3. Rahayu Pawitri, "Masuk TK atau Kursus Calistung Saja Ya?," <https://id.theasianparent.com/kenapa-anak-selalu-berteriak> (accessed March 18, 2019).

4. PAUD Jateng, "Pengertian Mental Hectic dan Hubungannya Calistung PAUD," *Posten* August 24, 2015, <https://www.paud.id/2015/08/pengertian-mental-hectic-dan-hubungannya-calistung.html> (accessed March 18, 2019).

5. PG PAUD Universitas Pahlawan, "Bahaya Calistung untuk AUD, Potensi Alami Mental Hectic (PAUD Kemdikbud)," *Posted on May 07, 2018*.

egoism coercing children to learn reading and writing when they have not ready yet.

Primary school age is the era where children are facing the change of full playing time to learning through playing time. It does not mean that children are not allowed to learn something when they are in primary school butit means that children learn when they are playing. As the parents we can show our support to their learning development by (1) showing an interest and respond to their efforts as they play and learn; (2) taking turns in playing games with our children; (3) showing our children how to deal with losing by playing games together and modeling how to be a good loser; (3) playing rhyming, shape, and number games together; (4) encouraging our children to listen to longer instructions- for example, ask him to bring two things from his room, then three things, then four things; (5) using simple language and not overloading your childrenwith information by giving the simple explanation rather than the complicated one; (6) limiting distractions- for example, turn off the TV while our children play on the floor and put our phone away when we are sharing a book or talking with our children⁶.

Teaching reading and writing is not problematic when teacher and parents know the children development and how these skills are introduced to the primary school student. Teaching reading to primary school tends to introduce literacy activities to children and attempts to activate the three parts of their brain to do reading activity.So, choosing strategies and media to teach reading and writing is the main point before teaching reading and

6.Parenting Research Center, "Learning in the Baby to Preschool Years,"posten on December 12, 2016. <https://raisingchildren.net.au/babies/play-learning/learning-ideas/learning-baby-to-preschool> (accessed March 18, 2019).

writing⁷. As teachers, we should find any ways to provide student's need to prepare them before going to elementary school. This paper is written to discuss about how actually teaching and reading are taught to primary school students.

LITERARY STUDY

Children Language Development

Planning teaching reading and writing to primary school student should be related to their level of language development. This knowledge is the consideration of choosing what should be taught and how the language should be taught to the students. According to Najeela Shihab, children develop their language mastery every year. Here are the language developments that happen to the children between 3-6 years old which are adapted from her book of *Keluarga Kita Mencintai dengan Lebih Baik*⁸. 3 years old children are able to answer short simple question well, able to add information delivered before, able to describe what they have seen before, able to talk about what other people do, able to use greeting, improve their vocabulary between 300-1000 words, ask about identity, location of something or someone, able to answer the question of "what are you doing?", attract other people about himself or his things. 4 years old children are able to use preposition, able to use appropriate possessive pronoun, able to use past form, able to answers about "whose thing is it?", able to tell something imaginative, able to answer something that describe about their feeling

7.Sarah Punkoney, "5 Tips for Teaching Reading to Preschooler from a Veteran Teacher." Posted on October 22, 2018, <https://stayathomeeducator.com/5-tips-for-teaching-reading-to-preschoolers/> (accessed March 19, 2019).

8.Najeela Shihab, *Keluarga Kita: Mencintai dengan Lebih Baik*, (Tangerang Selatan: Buah Hati, 2017), 67.

and condition correctly, repeat and sing simple song, able to construct complete construction of sentence, able to mention his full name, his family name, even their address. 5 years old children are able to share something funny and humorous, improve their vocabulary up to 5000 words, able to recognize 4-8 colors, able to mention date of birth and family name, love to relate something what they read with their real life, able to use past form, able to tell the function of something, able to use modal, able to construct sentence consisting of 5-7 words, able to answer phone call and deliver simple message. 6 years old children are able to retell their experience in detail, love to talk too much and imitate adult speech style, improve their vocabulary up to 10.000-14.000 words, able to use complete sentence construction, able to show their sad and disappointed feeling, able to solve their problem with their own way, share their joke from book they read or program they watch, able to imitate what they see from their environment, TV, radio, etc., love to listen to story, and share their imaginative story inspired from video or story they watch or read, ask question about the meaning of words in other language.

Children language development which is described above, shows that children improve their language step by step with constant improvement. It can be concluded that, children between 4 years old start to love reading. It is shown from their ability to tell something imaginative that is derived from what they watch and hear from story. This development improves year by year even they can imitate to what they see from book. Unfortunately, this book does not mention clearer about children writing development clearer.

In addition to the explanation above, there are some stages of writing skill to be mastered by primary school

students. According to the development of writing toward children are; (1) Children start their journey toward writing by making marks. When they start to be able to sit and eat their meal, they love to spill their food or drink or touch little bit using their finger and create a pattern. They actually not only make a mess but also make marks. This first ability continues when they are interested to make such marks when they use pen or crayon; (2) children slowly begin to have more meaning of their marks. It is shown from their story they tell about mark they make. Firstly, they will blend between mark and letter that later on they can differentiate those things. This ability will start when children are 3 years old. They will develop their ability to write letter when they see frequently adult writing. That is why, giving reinforcement and example to imitate is important for children; (3) Children will start to write a word when they are four years old which is started with writing their name. Their name is frequently taught firstly by their parent that makes them to be able to write this word firstly⁹.

The improvement of writing other words will improve depends on their knowledge of writing. As children learn about reading, letter shapes and words begin to have more meaning for them. This allows them to remember what just a collection of shapes is, after all.

From the explanation above, it can be seen that children language development is actually exists naturally and will improve optimally when their parents or teacher support their development based on the stages that they actually master in. To support the children language development, there are some activities that parents or

9.Penny Tassoni, "Making Their Mark-Children's Early Writing," www.early-education.org.uk (accessed March 21, 2019).

teacher can do to support them which is proposed Roth and Paul: (1) Talk frequently to children about the name of object, people, and event in the everyday environment; (2) Repeat to our children' string of sounds and add to them; (3) Talk to young children during daily routine activities such as bath or mealtime and respond to his or her question; (4) Draw our children's attention to print in everyday condition such as traffic signs, store logos, and food containers; (5) Introduce new vocabulary words during holidays and special activities such as outings to the zoo, the park and so on; (6) Engage our child in singing, rhyming games, and nursery rhymes; (7) Read picture and story books that focus on sounds, rhymes, and alliteration; (8) Reread our children's favorite book; (9) Focus our children's attention on books by pointing to words and pictures as we read; (10) Provide a variety of materials to encourage drawing and scribbling; (11) Encourage our children to describe or tell a story about their drawing and write down the words¹⁰.

Primary School Students Characteristics in learning

Comprehending young learners' characteristics is useful to decide the appropriate strategy to teach them. Children between 3-5 years old will not be used to the normal classroom. They have limited motor skills and some will still be learning to use pens and scissors. Children will have few language capabilities and will not be able to analyze language. At this age a learner's reading and writing skills will be very limited-some students will be moving ahead, others will be unable to grasp a pencil properly. They do not understand the need of

10.Froma P Roth and Diane RPaul,“Early Reading and Writing Development,” <http://www.getreadytoread.org/early-learning-childhood-basics/early-literacy/early-reading-and-writing-development>, (accessed March 21, 2019).

communication and need to be entertained to stimulate learning as they may find conventional topics boring and will switch off. When students are at six they start to become more analytical and logical toward thought processes. They will begin to see the patterns of their own language and aware of language. They start to ask questions about “what” or “why” and improve their curiosity. Their reading and writing are still limited. They start to form characters and words using their own language. In these levels, they need more support from the teacher¹¹.

Based on Pinter in Banegas the characteristics of young learners are that: (1) They have a holistic approach to language until they finally understand meaningful messages although they cannot analyze language yet; (2) They have lower levels of awareness about themselves and about the process of learning; (3) They have limited first language reading and writing competence; (4) They have limited knowledge about the world; (5) They enjoy fantasy, imagination, and movement. The characteristics described above, show that young learners tend to be an easy learner with fun and simple material in it¹². It can be seen that reading and writing activity in this level is very limited and begun.

Adapting from El Education website, the characteristics of primary learners are that (1) young children find security in rhythm, ritual, and repetition; (2) Young children who learn through play; (3) Young children need secure, beautiful, and good community; (4)

11. Global English, "Characteristics of a Young Learner," *Global English Teaching English to Kindergarten and Primary Learners Course*, www.teachingenglish.org.uk/article/activities-first-lessons-1, (accessed March 21, 2019).

12. D Banegas, "Characteristics of Young Learners," *Didactica Esp. II-III Cuatrim*, www.lenguasvivas.org/campus/file, (accessed March 21, 2019).

Young children explore the world with wonder; (5) Young children “understand” the world first through their bodies; (6) Young children seek independence and mastery; (7) Young children thrive in the natural world; (8) Young children use stories to construct meaning; (9) Young children see patterns in the world around them; (10) Young children construct their identities and build cultural bridges; (11) Young children express themselves in complex ways. Young learners have unique characteristics in learning¹³. They really love fun activity which interact them to learn such as game. They know the world from what they see and have their own way to understand their surroundings. They are independent learner and love something repeated or ritual.

According to Juhana the characteristics of young learners are: (1) Young learners have a great curiosity to try new things and explore concrete to abstract thing; (2) Young learners actively construct meaning from their experience. They learn through hands-on experiences and through manipulation of objects from surrounding; (3) Young learners focus on the immediate here and now context situation; (4) Young learners have a quite short attention span and are easy to get bored; (5) Young learners learn through their own individual actions and exploration; (6) Young learners are keen on talking about themselves, and respond well to learning that uses their lives and their personality as main topics in the classroom¹⁴. Young learners are still difficult to have such evaluative or analytic activity. They tend to explore more about everything they face and focus on something they

13.El Education, "Characteristics of Primary Learners," *El Education* Posted on August 2015, www.eleducation.org, (accessed March 21, 2019).

14.Juhana, "Teaching English to Young Learners: Some Points to be Considered," *Asian Journal of Education and e-Learning*, (2014) 43-46.

learn. They still have short attention toward serious learning and are easy to get bored. In the other hand, they are great imitator and easily to get the meaning of what they experience in.

From the elaboration of young learners' characteristics above, it can be clearly concluded that young learners' learning characteristics are that; (1) They love something habitual or repeated; (2) They love something imaginative and fun; (3) They like to explore everything they face; (4) They still have limited capability in writing and reading; (4) They have short attention and are easy to get bored; (5) They love story; (6) they have high curiosity toward something new and their surrounding; (7) They do not aware of themselves and their learning objectives; (8) They love to talk about themselves. From the characteristics concluded, we need to arrange a fun and challenging activities that meet the young learners' characteristics and boost their capability.

Teaching Reading & Writing to Primary School Students

Based on Permendiknas No. 137/2014, the function of language learning to primary school students are; (1) To comprehend receptive language which includes understanding story, instruction, role, love and appreciating the passage; (2) To Express language which consists of questioning ability, answering question, communicating orally, retelling what has been known, learning pragmatic language, expressing feeling, idea, and desire in written form; (3) Literacy, which consists of the connection among form and sound of letter, imitating letter, and comprehension of the word in story; (4) Preparing children to continue to elementary level¹⁵. In

15.Permendiknas No 137/ 2014, "Standar Nasional Pendidikan Anak Usia Dini"

addition, according to Cooper aspects of writing for beginner are stated below; (1) know the printed passage and read from left to right from up to bottom; (2) show the comprehension of book elements; (3) try to write for any choices; (4) write his own name and other things; (5) apply the comprehension about letter to write simple words and try to compose simple sentence; (6) be able to handle the pen or pencil to arrange words¹⁶. From the statements above, it is known that reading and writing activity in primary school level is aimed to introduce those skills to children before they are going to elementary school.

Writing for 4-6 years old students can be defined as the activity to create a pattern, write word, letter or symbol on a piece of paper or a surface by cutting, sizing, and marking using pen or pencil¹⁷. This statement is in line with what has been written in Permendikbud 137/2014 that early childhood has his maturity and readiness in learning based on his age and children language development. The development of hard and soft motoric, language utterance, literacy, and symbolic thinking in the early childhood between 3-6 years old extremely deals with the writing skill for primary school children.

Writing is basic skill that children should master as the mean to elaborate their knowledge and learning. That is why; writing is suggested to be introduced to primary school students as the preparation of their next level of education, elementary school. Writing is actually naturally learned by a baby when he is 12-14 months. He starts to make a scratch on a piece of paper when he handles a pen. Then, when he is 18 months, he initiatively makes a

16. JD Cooper, *Literacy: Helping Children Construct Meaning*, (Boston: Houghton Mifflin Company, 1997), 35

17. Hilda Karli, "Kemampuan Menulis Permulaan pada Anak Usia 4-8 Tahun," *Jurnal Pendidikan Penabur*, (2015) 57-69.

scratch and he starts to write a symbol and name when he is 30 months¹⁸. In addition, parents' writing habit that children usually see at home will help them to learn to imitate what their parents do. 4 years old children have perfect capability to imitate writing or drawing¹⁹. Based on Cole there are stages of pre-writing for beginner; (1) Scratch (2.5-3 years old), children start to learn written language; (2) Linear repetition (4 years old); children imagine that word refers to something big and having long rope; (3) Jumbled writing (4-5 years old): children start to arrange a meaningful word; (4) Writing a name (5.5 years old): children start to write words with similar last letter; (5) Writing short sentence (5+ years old): children start to construct a short sentence²⁰. This activity will improve gradually when they get support from surrounding to write.

The writing improvement beyond children is also supported with the arrangement of curriculum in primary school which emphasizes on the preparation of reading and writing skills for 4-6 years old students which is enjoyable and without coercion as the starting to love those activities through fun game.

Teaching reading to primary school students includes the introduction of letter form, word sound and syllable. According to Dhieni, reading for beginner or primary school students emphasizes on the development

18. Tadkirotun Musfiroh, *Cerdas Melalui Bermain : Stimulasi Multiple Intelligences pada Anak Usia Dini*, (Jakarta: Grasindo, 2008), 103.

19. Diyah Kurniasari, "Pendekatan Pembelajaran beyond Center and Circle Time (BCCT) di Sentra Persiapan dalam Upaya Persiapan Menulis Dasar," *eprints UMS*. Posted on April 15, 2011, <http://etd.eprints.ums.ac.id/9830/1/A520085029.pdf>, (accessed March 20, 2019).

20. M Cole & S.R Cole, *The Development of Children*, (New York: Worth Publishers, 2001), 65.

of basic skills of reading²¹. Basic skills of reading consists of producing sound of letter, syllable, words, and simple sentences which is provided on written form and then produced into oral form. Thus, in this level, students start to learn to combine letter by letter, syllable by syllable, and word by word into meaningful construction. Moreover, according to Pertiwi, basic skill of reading is one of language aspects which become provision for children before coming to elementary school level²². Children will recognize the sound of letter, combine sound of letters into syllables and words that produces meaningful words.

In addition, Suyantostated that basic skill of reading is not only a skill to comprehend and recognize the sound of letter, syllable, and word but also skill to communicate written symbol and oral form. Communication message from the passage that the students read is the most important part in reading skill²³. On the other hand, this skill is not easy and instant for young children. As teacher and parent, they should guide and make reading as daily habit.

It can be clearly seen that teaching reading to primary school students becomes a conscious introduction for them about reading and writing activity. It is proven with the activities and materials which are taught in primary school that contain about the introduction activity, such as recognizing the sound of letter, syllable, word, up to simple sentence. Students start to learn how to use pencil and make a pattern of letter, word, up to simple

21. Nurbiana Dhieni, *Metode Pengembangan Bahasa*, (Jakarta: Universitas Terbuka, 2005).

22. Adharina Dian Pertiwi, "Studi Deskriptif Proses Membaca Permulaan Anak Usia Dini" *Jurnal Pendidikan Anak*, (2016) 759-764.

23. Slamet Suyanto, *Konsep Dasar Pendidikan Anak Usia Dini*, (Jakarta: Depdiknas, 2005).

word. Learners are very helpful with the pictures of story to comprehend the content of what they read that finally they are able to retell the story and relate it to their real life.

Challenge to teach Reading and Writing to Primary School Students

Teaching reading and writing to primary school students is not as easy as the material taught. Teachers should be skillful and comprehend the problems that usually come up among young learners. It must be very challenging for teachers to arrange and conduct a learning activity at primary school. Here are some challenges that usually the teachers face when they teach primary school students.

Adapted from Moats the challenges of teaching reading come from the children interest in reading, choosing appropriate strategy to teach reading, and creating interaction toward children during learning activity. From the statement stated by Moats it can be seen that attracting students to love reading activity is not easy²⁴. We need to find a way which fits with their learning characteristics to attract them to our reading class. Moreover, creating interactions between teacher and student will make good relation between them that results into the ease of correcting or giving feedback when they are writing or reading a text.

Reid in Ogano said that since the reading difficulty impacts on all areas of the curriculum, these learners feel humiliated when they are asked to read and find themselves unable to access information and pass

24.L Moats, *Teaching Reading is Rocket Science: What Expert Teachers of Reading Should Know and be Able to do*, (American Federation of Teachers, 1999)

examination hence this will lower their self-esteem²⁵. Some teachers who handle learners with reading and writing problem do not know which methods to employ to help them come out of the problem neither do the pupils know that they have a problem. From Reid statement, we know that choosing appropriate method is the primary problem for teachers to teach reading and writing and how teacher motivate students to improve their reading and writing ability.

From the explanation above, it can be summarized that the problems which often appear in teaching reading and writing to the young learners are that sstudents needmotivation to learn, students need to learn; students have various level of learners' ability; students are lack of creative method or strategy; and teacher are lack of ability to create communication between teacher and students.

Strategy to Improve Teaching Reading and Writing to Primary School Students

Teaching technique is one of keys to success in teaching. Finding appropriate teaching technique will be very helpful for teachers to bring fun and unforgettable learning activity for students. The following are some techniques that can be used to attract students in teaching reading and writing.

According to Frost, there are some activities that can be applied to improve primary students' reading. First,

25. Josephine Atieno Ogano, *Teaching Learners with Reading and Writing Problems in the Classroom*, Thesis, (Oslo: University of Oslo, 2012); G Reid, *Dyslexia, a Practitioner's handbook*, (Wiley & Sons Limited, 2003).

reading in group will improve fluency and help primary students to expand their vocabulary. When children struggle with decoding words or reading fluently, we can try to use echo reading. It is a technique where strong reader or teacher will read louder and the other will repeat line by line. Second, retelling is a strategy to improve comprehension of material. After reading a story, we can ask student to draw conclusion. We can create activity through drama, oral retelling, and draw pictures to show the main events. We can give some clues if students get difficulty in retelling the story. Third, creating graphic organizers help young children understand what they read and connect it to their knowledge. Fourth, Poems and songs give kids a chance to practice fluency and learn new vocabulary words. Instead of just singing songs, we can print off the lyrics for the kids. This activity will attract students to read the lyric and improve their vocabulary through song lyric²⁶.

Based on Condcliffeimproving primary students' writing skill can be started by introducing them with reading activity. The activities that we can do to improve their writing skills are described as follows: (1) Read together with our student and ask them about the characters, plot, and writing; (2) Let Students to have free writing of what they want to write; (3) Play word games, having this game will improve their vocabulary memorization²⁷.

26. ShellyFrost, *Activites to Improve Reading in Primary School Students*, <https://education.seattlepi.com/activities-improve-reading-primary-school-students-4947.html>, (accessed March 22, 2019).

27. Patrick Condcliffe, *How Primary School Students can Improve Their Writing Skills*, <https://www.matrix.edu.au/how-primary-school-students-can-improve-their-writing-skills/>, (accessed March 22, 2019).

From the elaboration above, we can see that the activities to improve reading and writing are interrelated. Choosing activity based teaching learning activity will improve their skills. There are some other activities that can be used to boost their mastery.

DISCUSSION

From the literary study above, we found some considerations to decide what we need to know and prepare for teaching reading and writing to primary school students. At least there are four things to know before we decide to teach reading and writing to primary school students, they are; know students' language development; know how students' learn language; comprehend the problems in language learning; find appropriate technique to teach. The detail discussion is described below.

First, know students' level of language development. Children improve their language step by step with constant improvement. Students between 4 years old start to love reading. It is shown from their ability to tell something imaginative that derived from what they watch and hear from story. This development improve year by year even they can imitate to what they see from book. Students between 3 starts to learn to handle pencil appropriately and use it to create mark that gradually improve into letter form up to constructing simple sentence. Knowing well about children language development will help us as teacher to decide what material and technique that fits with their ability level.

Second, know how students' learn language. Primary school students have their own uniqueness. Primary school is the first level for them to have formal place to learn. Here are some unique characteristics that are

derived from the literary studies above. (1) They love something habitual or repeated; (2) They love something imaginative and fun; (3) They like to explore everything they face; (4) They still have limited capability in writing and reading; (4) They have short attention and are easy to get bored; (5) They love story; (6) they have high curiosity toward something new and their surrounding; (7) They do not aware of themselves and their learning objectives; (8) They love to talk about themselves. From the characteristics above, it can be concluded that we need to arrange a fun and challenging activities that meet young learners' characteristics in learning and boost their capability.

Third, comprehend the problems in language learning. The problems which often appear in teaching reading and writing to the young learners are; students motivation to learn, students need to learn; various level of learners' ability; lack of creative method or strategy; and teacher's ability to create communication between teacher and students. This comprehension will help teacher to arrange effective strategy to teach reading and writing.

Fourth, find appropriate technique to teach reading and writing. Finding appropriate technique is the key success after knowing the students' characteristics, students' language development, and the challenge in teaching reading and writing to primary school students. There are some strategies that can be used to improve students' reading and writing. (1) Teaching activity based on language teaching and learning is one of effective ways to teach reading and writing such as using Total Physical Response (TPR), fun game and so on. (2) Giving more chance to students to keep in touch with reading activity will improve students' ability in writing and vocabulary improvement. (3) Preparing material and media with

colorful and interactive design also make students to improve their curiosity to learn.

From the elaboration we see that teacher needs to know four elements of teaching reading and writing to primary students. By knowing those elements, learning and teaching process are expected to be success to reach students' need and ability. The first three elements should be analyzed and known firstly before teacher decides material and technique to teach reading and writing.

CONCLUSION

Primary student is unique learner that force teacher to have creativity to arrange challenging learning activity. In the other hand, this thing is not easy to do. There are some considerations that should be concerned before coming to the class. After conducting analysis to the literary study, it can be drawn a conclusion that there are four things to be concerned before teaching reading and writing; know students' level of language development; know how students learn language; comprehend the problems in language learning; find appropriate technique to teach. Those are four consideration that teacher should pay attention more before teaching primary students.

This analysis study needs more prove and implementation of how four things considered before teacher teach reading and writing. Thus, it can be suggested to the next researcer conduct deeper field study toward this problem and prove this analaysis study.

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